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ABSTRACT

This resource guide, for English-as-a-Second-Language (ESL) literacy facilitators, reviews a variety of resources for ESL literacy. The guide contains three sections. The first section cites four books that provide a theoretical context for literacy work: "Ah-Hah! A New Approach to Popular Education" (Gatt-Fly); "Approaches and Methods in Language Teaching" (Jack Richards and Theodore S. Rogers); "Principles of Language Learning and Teaching" (Douglas Brown); and "Working Together for Change: Women's Self Help Network." The second section contains reviews of four resources for facilitators: "A Handbook for ESL Literacy" (Jill Bell and Barbara Burnaby); "ESL/Literacy: An Introductory Handbook for Tutors" (John Booker et al.); "An Introduction to Literacy Teaching" (Gillian Anciano et al.); and "Reading and Writing Skills: A Kit for Tutors" (Margaret Iaquinto). Books in the third section focus on program planning: "How's It Going? An Alternative to Testing Students in Adult Literacy" (Martin Good and John Holmes); "The Instructor's Survival Kit: A Handbook for Teachers of Adults" (Peter Franz Renner); "Tutor Training Handbook" (Gwen Darch and Barbara Marchant); and "Training for Transformation: A Handbook for Community Workers" (Anne Hope and Sally Timmel). Each citation provides basic bibliographic information, reasons for choosing the book as a resource, and a view of what may be learned from it. (MSE)

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Guide to Resources for ESL Literacy Facilitators

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To ESL Literacy Facilitators:

Welcome to the world of English as a Second Language Literacy (ESL Literacy). At the Toronto Board of Education, Adult Basic Education Unit (ABE Unit), ESL Literacy is LITERACY. It describes learners, who in the process of becoming literate as adults, are also learning English as a second language. Therefore, the heart of ESL Literacy is LITERACY.

This process of becoming literate as an adult, which you are helping to facilitate, can be very exciting and rewarding. It can also be challenging for learners and practitioners alike. Our intention, in preparing this Guide to Resources for ESL Literacy Facilitators, is to share with you our perspective of ESL Literacy and to invite you to see how the staff of the Adult Basic Education Unit conceptualize ESL Literacy.

Part of what is exciting and challenging to facilitators of ESL Literacy in Toronto is the relative newness of the field. Because of this we, as facilitators, need to combine our talents and, together, continue to extend the field of ESL Literacy. In order to do this well, we look to a wide range of resources from different fields, such as Social Science, Socio-Linguistics, and Adult Education. This resource guide draws from these different perspectives to broaden the way in which we look at ESL Literacy.

The resource guide is divided into three sections: Background Reading; Facilitator Resources; Program Planning. The books in the Background Reading section contain materials which provide a theoretical context for literacy work. The books in the Facilitator Resources section assist us to become better facilitators. The focus is on the concrete and the practical. Finally, the books in the Program Planning section go beyond day to day teaching in the classroom and address overall program development.

All of the resources contained in this Guide are respectful, implicitly or explicitly, of a learner-centred approach. For us this means that adult literacy learners are responsible and capable of determining and setting their own learning goals. As facilitators we invite learners to shape the design of the program. We become catalysts in learners' gaining confidence in their abilities and in encouraging them to participate more fully in society.

We hope you will find this resource useful and thought provoking. And we also hope that it will encourage you to visit the Resource Centre of the Adult Basic Education Unit to discuss with us your ideas about ESL Literacy. Both the Adult Basic Education Unit and its Resource Centre are located at The Bickford Centre, 777 Bloor Street West, Room 401, Toronto (416) 393-1995.

We are looking forward to seeing you.

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GLOSSARY

The field of ESL Literacy, as with other fields, is filled with jargon. Words and phrases are coined by academics to mean certain things. Sometimes these words and phrases become popular with facilitators. However, many times these words and phrases, instead of clarifying meaning, actually only confuse meaning. Because of this, we want to define some of the terms that you will find in these books.

These terms are organized in a way which begins with the more general theoretical concepts and moves to practice.

Theory: A collection of generalizations which have been abstracted from real events and experiences to give us a framework with which to understand the world. Theory evolves and develops as the world and our understanding of it changes.

Literacy: The process of learning and creating language which reflects and is reflected by our experience. It is learning to read and write through participating more fully in society.

Pedagogy: The interaction between what we have drawn from theory and practice about learning and teaching. It can be seen as our conceptual framework, and as the articulation of the art and science of teaching and learning.

Methodology: The application of pedagogy. Methodology gives direction for the selection of methods. Methodology, interacting with curriculum, forms our overall learning plan. Methodology reflects what we believe and how these beliefs will be realized in practice.

Curriculum: Also the application of pedagogy. Curriculum gives direction for the selection of content. Curriculum, in conjunction with methodology, forms our overall learning plan.

Method: The "what" and "how" of methodology. It is a specific integrated process that gives direction for selecting such things as techniques, materials, and learning environments.

BACKGROUND READING

BACKGROUND READING

1. Ah-Hah! A New Approach to Popular Education

Gatt-Fly. Toronto, Between the Lines, 1983. 109 pages

Why choose this book for ESL Literacy?

This book, while not originally intended for ESL Literacy, is adaptable to ESL Literacy because it offers a **dynamic method** for bringing the real life experiences of the learners into the classroom. This method helps learners to analyze their problems in such a way that the social nature of the problems is revealed. We can see ways of using this method with learners who already have some proficiency in English or with learners in a mother tongue literacy setting. You will be the best judge of how much you will be able to take from this method for your particular ESL Literacy class.

Once this method has been adapted, it can assist learners to express their ideas about important issues in their lives, such as work, health and housing and it can provide tools for learners to see one another as resources for finding new ways to address these issues. Once learners see their problems in new ways, they exclaim Ah-Hah — hence the title of the book.

The method described in the book generates a high level of participation within the classroom which may lead to more active participation by learners within society. The Ah-Hah method is rooted in principles developed by Paulo Freire which encourage facilitators and learners to see learners as knowledgeable and as active participants in their own learning. The role of the ESL Literacy facilitator is one of animator/scribe. The learners are the "experts" and the "knowledge producers".

What might we learn from this book?

From this book we might learn how to conduct an Ah-Hah seminar within the classroom. For our purposes this means a unit or a lesson which results in learners' understanding themselves and their role within society more clearly. They do this at the same time they acquire the language they need in order to act upon this understanding.

The Ah-Hah method invites you to:

- facilitate as an animator;
- start with learners own experience;
- ask questions which elicit learners' stories;
- use drawing as a technique for tapping into learners' non-verbal skills;

- encourage learners to ask analytical questions;
- make connections between learners' experiences and the social, historical, and cultural context in which they live;
- encourage learners to be more active in the classroom and in society;
- develop the language skills which name learners' experiences.

This handbook presents us with general principles of Ah-Hah seminars and three case studies: one held with Latin American immigrant workers in Toronto; a second with a group of Steelworkers in Toronto; and a third with native people in Northwestern Ontario.

This book can be found in the Background Reading — Social Analysis section of the ABE Resource Centre.

BACKGROUND READING

2. Approaches and Methods in Language Teaching

Jack Richards and Theodore S. Rogers. Cambridge, Cambridge University Press, 1986. 171 pages

Why choose this book for ESL Literacy?

In our endeavour to discover new and better ways of understanding and using learner-centred methodology in second language acquisition, we turn to theories of language to assist us. In this book, Richards and Rogers describe and critique a number of different methodologies, such as the Natural Approach, Communicative Language Teaching, Situational Language Teaching and the Audiolingual method.

We can use this book to uncover our own theoretical assumptions about language and the resulting implications for our practice. We can also compare and contrast methodologies in order to determine which ones are compatible with a learner-centred approach. The authors compare and evaluate the strengths and weaknesses of each methodology according to categories such as language theory, learning theory, the role of learners and the role of materials. Because this discussion is done within the context of the literate learner, we will have to extrapolate from the book those aspects of the argument which are consistent with our knowledge of learners who are not fully literate.

What might we learn from this book?

From this book we might learn:

- about the history of language and learning theory and its influence on methodology;
- how to identify the values and assumptions which underlie different theories;

- how to choose methodologies which are compatible with your values and assumptions and the experiences of your learners.

This book can be found in the Background Reading — Language Acquisition section of the ABE Resource Centre.

BACKGROUND READING

3. Principles of Language Learning and Teaching

Douglas Brown. New Jersey, Prentice-Hall, 1987.
285 pages

Why choose this book for ESL Literacy?

This book lays the theoretical foundation for understanding how adults acquire a second language. It draws concepts from psychology, sociolinguistics, psycholinguistics in order to convey the complexities involved in learning and, hence, teaching a second language. By reading this book you may increase your sensitivity to the adult learning process and increase your awareness of internal factors, such as left and right brain functioning and external factors such as socio-cultural influences. We believe that Brown is referring in this work to literate second language learners and, hence, he has not included all the variables that may affect a non-literate learner acquiring English as a second language.

What might we learn from this book?

From this book we might learn:

- how theories of language fit together to form a framework for learning and teaching a second language;
- about similarities and dissimilarities between acquiring a first and second language;
- about the many theories that influence learning and teaching such as behaviourism and humanism;
- that people learn in different ways and draw upon many faculties such as emotions, intuition and reasoning.

This book can be found in the Background Reading — Language Acquisition section of the ABE Resource Centre.

BACKGROUND READING

4. Working Together for Change: Women's Self Help Network

Volume II. Women's Self Help Network. Campbell River, B.C., Ptarmigan Press, 1985. 177 pages

Why choose this book for ESL Literacy?

This book is essential for every facilitator who works with groups. It is invaluable for ESL Literacy facilitators because it provides a framework for "group building" within the ESL Literacy classroom. Because many ESL Literacy learners come to class in order to find supportive learning environments, resources, which encourage facilitators to work with the "whole" person and their need for group support, are important. Building group support is not an "extra" in the ESL Literacy classroom. We believe that excellent group process actually helps to facilitate the acquisition of language and literacy skills.

The emphasis of this book on the importance of group process — how to build and maintain groups and how to help groups work through their feelings and opinions — may be new to some ESL Literacy facilitators. But whether or not you have considered group process, you are likely to treasure this book because it will help you to improve your own skills as a facilitator.

The unique contribution that this book makes to ESL Literacy is to present the reader with themes which can be adapted for discussions within the classroom. Discussions on assertiveness, stress, dealing with difference, community organizing and group building are appropriate but will need to be adapted to reflect the level of English of your learner.

In addressing the themes, the authors:

a) provide brief background information;

b) present non-threatening exercises which introduce, develop and conclude the theme.

This format will assist you in adapting the exercises appropriately.

What might we learn from this book?

From this book we might learn:

- ways of dealing with conflict and difference of opinion in a group;
- how to develop group skills for co-operative learning;
- ways to develop skills in assertiveness and in giving and receiving constructive feedback;
- a variety of introductory and closing exercises;
- how to facilitate exercises which use imagination for setting learning goals;

- how to facilitate exercises which require "debriefing" before the class leaves. Debriefing helps to address intense feelings which may need to be resolved by class members before they leave the classroom setting.

This book can be found in the Background Reading — Women's Issues section of the ABE Resource Centre.

FACILITATOR RESOURCES

FACILITATOR RESOURCES

5. A Handbook for ESL Literacy

Jill Bell and Barbara Burnaby. Toronto, OISE Press in association with Hodder & Stoughton Ltd., 1985.
140 pages

Why choose this book for ESL Literacy?

Within our conceptualization of ESL Literacy we believe that there is both an art and a science to facilitating adult literacy. **A Handbook for ESL Literacy** primarily offers us insights into the science of teaching, and the skills encompassed in the process of learning to read and write English as a Second Language. It is one in a number of introductory books which present theories of literacy followed by practical applications for the literacy classroom.

This book is unique in its focus on pre-reading and pre-writing skills which some literacy learners may require. It also contributes to ESL Literacy a vivid portrayal of learners through case studies and sample lesson sequences. Many of these are appropriate for the multi-level classroom.

Furthermore, this book provides us with effective tools for planning lessons. It also demonstrates effective teaching strategies, methods, techniques and materials which can be used with learners who have a diversity of abilities and skills.

The emphasis of this book is on acquiring literacy skills with non-English speaking learners. It is written for experienced ESL facilitators who want to learn more about literacy — as such it is written from an ESL perspective which tends to emphasize literacy as skill acquisition rather than literacy as social issue.

This book deepens our understanding of the difference in the skills and abilities of adult ESL Literacy learners as compared to the already literate ESL learners. But, it does not address the role which adult literacy learners play within society nor does it suggest content or strategies which could be used in the literacy classroom to help learners better understand this role.

What might we learn from this book?

From this book we might learn:

- more about teaching reading and writing;
- how to further develop pre-reading and pre-writing skills, such as shape discrimination and fine muscle co-ordination;
- how to develop our expertise in assessing literacy skills and designing lessons which develop decoding skills as well as comprehension skills;
- how to design effective lessons by integrating a range of methods and techniques from ESL and literacy;
- how to design effective lessons for homogenous and multi-level groups;
- activities for a variety of ESL Literacy classroom settings including English in the workplace, multi-level classrooms and multi-lingual groups.

This book can be found in the Facilitators Resources — Handbooks/Idea Packs section of the ABE Resource Centre.

FACILITATOR RESOURCES

6. ESL/Literacy: An Introductory Handbook for Tutors

John Booker, Frances Graham, Patsy Jackson, Rama Joshi, Ela Piotrowska and Monica Turner. London, ALBSU, 1985. 52 pages

Why choose this book for ESL Literacy?

ESL/Literacy: An Introductory Handbook for Tutors explores one-to-one and small group literacy learning with ESL Literacy learners. The uniqueness of this handbook is that it provides what most books on literacy or ESL do not — it describes the specific problems ESL Literacy learners may encounter.

This handbook also focuses on developing a learner-centred curriculum. It reveals an underlying clarity about the importance of identifying learners' needs, interests, backgrounds and experiences so that these may be considered and integrated into a curriculum for learners.

The authors view literacy as a combination of skills, knowledge, abilities and attitudes and present strategies to develop them further.

The authors provide us with a number of tools for conducting initial assessment and many fine examples of teaching methods, skill descriptions, materials and learning activities which have been used successfully in a variety of literacy settings. This handbook is concrete and practical. It is ideal for facilitators who have "hit a dry spell".

What might we learn from this book?

From this book we might learn:

- how to develop a learner-centred curriculum for a range of learners and in a variety of learning contexts;
- how to integrate second language acquisition and literacy theory in a practical way;
- strategies for conducting initial assessment and materials selection based on learner experiences and background, skill levels and abilities, and confidence levels and learning styles;
- how to identify skills in reading and writing such as skimming, scanning and in-depth reading and what the implications are when you learn these skills as second language learners;
- strategies for teaching reading, writing, oral and aural skills in an integrated way, using different approaches such as the whole word approach, role plays, the language experience approach and phonics;
- how to identify the everyday tasks and the skills required to undertake these tasks; for example, using a dictionary, alphabetical ordering, selecting relevant information quickly;
- ideas on how to sequence lessons and develop worksheets on topics such as watching television and listening to the news.

This book can be found in the Facilitator Resources — Handbooks/Idea Packs section of the ABE Resource Centre.

FACILITATOR RESOURCES

7. An Introduction to Literacy Teaching

Gillian Anciano, Rosemary Eggar, Christine Higgott, Susan Jones, Anna Rosetti and Cal Weatherald. London, ALBSU, 1987. 51 pages

Why choose this book for ESL Literacy?

For facilitators of ESL Literacy searching for practical techniques which facilitate reading and writing this is a useful little handbook. Although the book is written for English Literacy, the techniques which are suggested such as word matching, skimming, spelling, abbreviations and form-filling can be adapted to the ESL Literacy setting. The importance of discovering the learners' own experiences in life and with learning is integrated throughout the entire book — the learners' involvement is essential for knowing what is to be planned and how learning and assessment occur.

This handbook is remarkable for its ability to both deepen one's understanding of literacy as well as how to teach it. If you only had **one hour** to read **one book** as an introduction to literacy teaching — this handbook would be your best bet.

What might we learn from this book?

From this book we might learn:

- over 25 different techniques for teaching reading and writing;
- how to adapt these techniques according to the interests, learning styles and goals of the learners;
- how to use everyday materials and daily experiences as resources for the development of skills;
- how to find out the extent to which you are using a learner-centred approach.

This book can be found in the Facilitator Resources — Handbook/Idea Packs section of the ABE Resource Centre.

FACILITATOR RESOURCES

8. Reading and Writing Skills: A Kit for Tutors

Margaret Iaquinto. Australia. Council of Adult Education, 1983. 77 pages

Why choose this book for ESL Literacy?

Although this handbook for basic literacy has a narrow focus on skill building and techniques for skill building it belongs to the category of "must read"! It is an excellent resource for ESL Literacy because it covers the following skills: pre-reading, reading, vocabulary building, comprehension, handwriting and spelling. This handbook helps you to form a personal checklist of skills that you don't teach explicitly if you use the whole language approach but which you want to know have been learned. As such it is an invaluable resource. **Reading and Writing Skills: A Kit for Tutors** is easy to read and well organized. It contains a goldmine of activities and excellent suggestions for developing worksheets.

One unique feature to this handbook is its format. Each approach and skill is presented in a consistent manner.

The author:

1. Introduces the approach; e.g., language experience approach or skill to be learned; e.g., reading for details;
2. Suggests activities for teaching the approach or skill;
3. Suggests additional activities;

4. Suggests what you can do if your learner has trouble with the activities; for example, if the skill to be learned is **reading for details** and the learner has difficulties with the suggested exercises, the author suggests that:

   a) the facilitator review the section in the handbook that deals with pre-reading skills — in this case auditory memory;

   b) auditory training be provided for identifying facts. In this example a three-step training exercise is provided for increasing auditory memory.

This handbook demystifies the kinds and number of skills which need to be learned by beginning adult literacy learners. The skills delineated cover many of the basic literacy skills which are taught in the primary division, Junior Kindergarten to Grade 3.

What might we learn from this book?

In this book we might learn:

- the range of skills needed by a beginning reader;
- pre-reading skills and remediation techniques;
- a diversity of strategies for teaching and learning reading;
- innovative activities for teaching basic skills;
- how to develop worksheets for reinforcing skills;
- the rationale for why certain skills must be learned.

This book can be found in the Facilitator Resources — Handbooks/Idea Packs section of the ABE Resource Centre.

PROGRAM PLANNING

PROGRAM PLANNING

9. How's It Going? An Alternative to Testing Students in Adult Literacy

Martin Good and John Holmes, ALBSU, 1982. 77 pages

Why choose this book for ESL Literacy?

This book remains the single most important resource for understanding and conducting learner assessment. The contribution this book makes to ESL Literacy is its use as a resource to facilitators to assess the work of learner progress in terms of their literacy level when they begin the program, their overall progress, and their progress in each specific area of work such as "reading". (Within "reading", there are many areas of work such as phonics, alphabet, social sight words, dictionary, skim/scan, library, context cuing, visual features, letter names, printing, study skills, speed.)

The authors, however, are describing English Literacy and therefore do not provide ESL Literacy facilitators with the tools to measure the degree to which their learners have achieved the predictive base for reading. (The predictive base for reading is the amount of oral language which provides the foundation on which reading and writing can be built.)

This handbook delineates, in a fairly detailed way, each of the attitudes, skills and knowledge (ASK) which are necessary for literacy. For example, within the area of reading it is necessary to:

- believe that reading has a purpose which is communication. This is an example of an attitude which must exist in the learner or it is an attitude which must be learned;
- be able to say the letters of the alphabet. This is an example of a skill which must exist in the learner or which must be learned;
- know that you read print in English from left to right. This is an example of knowledge which must exist in the learner or which must be learned.

By thinking about literacy in terms of attitude, skills and knowledge, we, as facilitators, are able to articulate clearer learning/teaching objectives and give more precise feedback to our learners.

The contribution this handbook makes to ESL Literacy is that it provides facilitators with the relevant questions which learners must come to ask of **themselves**.

What might we learn from this book?

From this book we might learn:

- to understand "learning" as a blend of attitudes, skills and knowledge (ASK);
- the difference between learning to read and learning to write;
- new ways of teaching literacy;
- how to determine the literacy level of your learners;
- which attitudes tend to make literacy learning more successful.

This book can be found in the Program Planning — Assessment section of the ABE Resource Centre.

PROGRAM PLANNING

10. The Instructor's Survival Kit: A Handbook for Teachers of Adults

Peter Franz Renner. Vancouver, Training Associates Limited, 1983. 136 pages

Why choose this book for ESL Literacy?

In planning classes for adults in ESL Literacy, this handbook helps us deal with the question of how to plan and facilitate activities which encourage a high level of involvement and interaction. This book is useful when we know what theme we want to cover, what skills we want to teach and the abilities, including oral proficiency, of our learners. When we already know what we want to teach, we will then discover just how invaluable this handbook is because it offers many creative activities that will help us to meet our teaching objectives. The activities help us reflect on our teaching; e.g., when a **panel debate** will work to develop certain attitudes and generate vocabulary about certain critical issues. Activities such as role play, buzz groups, circles of knowledge are explained in such a way that someone new to the learner-centred approach would feel comfortable trying out these activities.

In addition to these activities, there is a section which provides summaries of theories for planning learning events as well as methods for developing our communication skills as facilitators. This complements other resources suggested in this Guide by assisting us to develop our awareness of group interaction and facilitation.

What might we learn from this book?

From this book we might learn:

- how to encourage a high level of learner involvement through activities such as brainstorming, panel debates, field trips, field projects and unstructured role plays;
- a range of "getting acquainted" activities which can be adapted to second language learners;
- techniques which involve learners with the planning and assessing of learning activities such as learners' contracts and learning journals;
- how to develop the group as a learning group which shares responsibility for the learning which happens within the group;
- how to plan activities which maximize learner involvement and interaction;
- methods for self-criticism, evaluation, giving feedback, and planning which incorporates different learning styles.

This book can be found in the Program Planning — Facilitation/Training section of the ABE Resource Centre.

PROGRAM PLANNING

11. Tutor Training Handbook

Compiled by Gwen Darch and Barbara Marchant, Scarborough, Ont. Washington United Church and the Scarborough Board of Education, 1986. 87 pages

Why choose this book for ESL Literacy?

This handbook is a compilation of informative, previously published articles which together give to the novice literacy facilitator an insight into the issues, theories and practice of literacy. The articles were chosen by experienced literacy practitioners and the main audience for this handbook is volunteer tutors who work in one-to-one English Literacy community programs. However, because this handbook is easy to read it is recommended reading for anyone who has just started in literacy and is interested in understanding literacy as an issue which includes dimensions such as:

- social justice
- human interest
- community

The bias of the authors who selected the articles is one of seeing literacy as self-development. Volunteers are encouraged to

be sensitive to the feelings and aspirations of literacy learners. There are many common sense suggestions to help us to value and respect our learners.

Because this handbook is for English Literacy, much of emphasis is on developing written skills which draw upon the learners' own experiences. Therefore, it may serve as an encouragement to ESL Literacy facilitators to challenge the assumption that literacy is a skill which is learned after learners have a facility in English. Implicitly, this handbook promotes the idea that reading and writing are learned at the same time that spoken English is learned, and this is an approach that we want to encourage within ESL Literacy classrooms.

What might we learn from this book?

From this book we might learn:

- more about what community-based literacy programs offer in their tutor training courses;
- about the breadth of concerns which literacy practitioners have — conveyed through this compilation of important selected articles;
- many common sense ideas for teaching;
- many of the principles of adult learning.

This book can be found in the Program Planning — Facilitation/ Training section of the ABE Resource Centre. It is one of several handbooks in the Resource Centre from community-based literacy programs in Toronto, such as East End Literacy and ALFA.

PROGRAM PLANNING

12. Training for Transformation: A Handbook for Community Workers

Book I, II, III. Anne Hope & Sally Timmel, Zimbabwe, Mambo Press, 1986. 146, 129, 180 pages respectively

Why choose this book for ESL Literacy?

This exciting training course was originally designed for literacy practitioners doing community literacy work in Africa. These books develop an understanding of literacy from a community perspective. They explore Paulo Freire's theory of literacy as developing critical consciousness and they suggest practical applications for the classroom. They explore in detail how to develop problem-posing materials and how to use them

within the classroom in order to raise social awareness. This course also suggests practical techniques for developing trust within learning groups, as well as ways of building self-confidence in the formation and communication of ideas.

For ESL Literacy this training course provides a context for all classroom facilitators who seek ways of building connections between what happens within the classroom, the school and the community where the learners live.

While this training course does not address second language literacy in Canada, the suggestions for creating materials, the examples of teaching methods and the activities for building group participation are adaptable.

What might we learn from this book?

From this book we might learn:

- how facilitating literacy involves more than teaching reading and writing;
- how to develop literacy materials;
- how to use a method which encourages participants to go beneath surface descriptions and to ask questions about "why" certain situations exist. In doing so, learners may move beyond their individual concerns and come to understand their problems as part of a larger communal concern;
- how to facilitate a range of introductory exercises for trust building and listening;
- how to distinguish between process and content;
- how to develop skills in facilitating shared leadership and co-operation.

This book can be found in the Program Planning — Facilitation/ Training section of the ABE Resource Centre.